



The Stables Independent School

Curriculum Policy

This policy was reviewed and approved by the Proprietor in the Spring Term 2026.

It will be reviewed annually and approved by the Proprietor.



Intent

At The Stables Independent School, we intend to:

- provide a bespoke curriculum that addresses the gaps that pupils come to us with and aims to create learners who will succeed in the 21st century
- establish a rich, relevant and purposeful educational experience that allows us to develop the whole child and meets the needs and interests of individual pupils
- provide curriculum learning that has local, national and international dimensions
- provide a curriculum that allows pupils to build on their learning, progressively acquiring the knowledge and skills needed for the next stage in their education
- ensure pupils are confident in reading, writing and Mathematics, which will support them in fully accessing the broad curriculum and enrichment opportunities available and give them daily opportunities to rehearse and embed these skills
- challenge pupils not only to develop their understanding, but to master and articulate it
- nurture pupils to become successful, self-motivated, independent learners who love to learn
- give pupils the opportunities needed to develop the skills and attitudes that will help them become life-long learners and the life skills to be independent and to succeed in their future
- celebrate progress and achievement in all areas of the curriculum within classes and the wider school community.

Implementation

Throughout our curriculum we provide:

- cross-curricular links where they are meaningful.
- resources that are inspiring and motivating and ensure that all pupils learn and progress
- the tools and inspiration to enable every child to become a reader
- relevant and rich first-hand experiences including visits and visitors
- an appropriate level of challenge for pupils, no matter what their starting point
- opportunities for deep thinking and debate
- regular opportunities for parents and carers to be involved in their children's learning
- spiritual, moral, social and cultural development through the curriculum

Rationale

We believe that our key responsibilities are high quality teaching and learning in every classroom every day, and, supporting our pupils to develop the social, emotional and life skills to be able to access meaningful learning activities and lead successful lives.



Embedded and sustained improvement of our school is dependent on this. Our expectation therefore is that all pupils are provided with quality learning experiences that lead to consistently high levels of achievement and engagement in order to become confident, articulate, independent learners and successful members of the wider community.

In order for pupils to know more and remember more in each area studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and subject understanding are built into lessons.

However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build a depth to pupils' subject understanding.

Through revisiting and consolidating skills, the lesson plans and resources help pupils build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that pupils are allowed opportunities to repeat and revise this knowledge.

Curriculum

We have designed a fully comprehensive curriculum skills framework that meets the requirements of the latest National Curriculum review. Our curriculum continues to ensure that:

- Our pupils' learning is both meaningful and benefits from a specific focus on the core requirements of the English and Mathematics curriculum
- It is based on an analysis of how it can benefit the needs of our specific pupils and their community
- It is designed to ensure that pupils can become upwardly socially mobile
- It supports pupils in developing global and the fundamental British Values
- Pupils are given opportunities to actively engage in their learning through meaningful and applied contexts
- Pupils are able develop a Growth Mindset to help support the effectiveness of their learning
- Pupils develop the life skills that are required to lead a fulfilling and successful life on leaving our setting and ultimately upon leaving care.

Our curriculum is balanced and broadly-based and promotes the spiritual, moral, cultural, mental and physical development of pupils. It prepares pupils for the opportunities, responsibilities and experiences of later life. It provides an introduction to the essential knowledge they need to be educated responsible citizens and develops a growing appreciation of the breadth of human creativity and achievement.

We aim for our pupils to leave our school not only with key skills and knowledge in different subject areas but also with an interest and fascination in the pursuit of greater



understanding as a foundation to lifelong learning. We also aim for the pupils to be able to contribute, cooperate, reflect and respect each other's views in order to develop an understanding that much of what we achieve in society is through collaboration and teamwork.

We value and seek the views of our parents and carers to ensure that our curriculum is meeting the needs of our school community.

The school makes considerable efforts to ensure pupils have exposure to a wide experience beyond their local community during which these concepts are shown through, for example, outdoor centres and also through visiting speakers from different groups. Our strong-rooted values-based understanding gives us an excellent platform for embracing difference.

Child-centred Learning

We believe pupils learn best when they actively engage in their learning through meaningful and applied contexts. We support our pupils to develop a Growth Mindset to help support the effectiveness of their learning. We help pupils develop a positive 'can do' approach that enables them not to set fixed limits on their learning potential.

We aim to ensure that deep learning can be applied in a range of different curriculum areas. This enables pupils to master the requirements of the curriculum. We focus on learning approaches that require pupils to apply their skills and knowledge through problem solving and analytical thinking.

Growth Mindset

At The Stables Independent School, we believe in developing the skills and tools needed to adopt a Growth Mindset and become a successful and independent learner.

We highlight the importance of:

- Providing opportunities and support to develop skills
- Being motivated to succeed
- Undergoing extensive deliberate practice
- Receiving continuous and effective feedback to improve performance
- Developing self-regulation to monitor performance

Outdoor Learning, Enrichment and Physical Education

At The Stables Independent School, we believe that extending the curriculum beyond the National Curriculum requirements helps to enhance and further develop our pupils. With this in mind, the pupils have access to a wide range of lessons and experiences that they would not necessarily experience within a mainstream setting.

These activities and lessons are in place to assist in the development of the pupils' life skills and personal development.



Our PE curriculum focuses mainly on fitness skills and individual activities until pupils have acquired the skills needed in order to develop team sports and activities.

Examples of activities that the pupils could be able to take part in include:

- Bushcraft
- Climbing wall/Bouldering
- Walking
- Swimming
- Athletics
- Net and wall games
- Outdoor and Adventurous activities
- Fitness and Circuit training

More detailed information is included in Appendix 7 at the end of this policy.

Skills to prepare for independent living

We aim for all our pupils to develop functional skills for living so each of them is able to lead a fulfilling and substantially independent life.

The life skills learning is not seen as linear learning, rather, it is a broad framework in which each pupil works. The pathways will be determined by each individual's;

- outcomes on their EHCP and PEP
- strengths and areas for development
- own need as assessed by the parents, staff, therapists, professionals and where possible, the pupil

It is of the utmost importance that the learning provides opportunities for our pupils to develop the skills they will need to lead a successful independent life, as they will be transitioning to independent life much earlier than many of their peers upon leaving care. With this in mind, we have adapted the TITAN programme. Involvement in this will help pupils:

- Develop life skills so they can become more independent, increasing confidence and self-esteem
- Increase interaction outside of school with other young people of all ages, building important social skills
- Open up more opportunities, such as greater access to education, training, jobs, volunteering, leisure and social activities
- Build confidence about transitioning to a new school or college
- Provide greater freedom so they are less reliant on others to take them places

Where appropriate, the learning will link to and develop these skills and at other times, they will be taught discretely. The pupils' work in Outdoor Learning and Enrichment activities focuses on the development of these skills. Skills are assessed and planned for on an individual basis and reviewed in line with PEP and EHCP reviews.



THRIVE

At the Stables Independent School, we have two Thrive practitioners that work with the children across the school where the need is identified as an additional intervention.

Thrive promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour. Based on established neuroscience, attachment theory and child development, the Thrive Approach equips adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn.

Organisation of the curriculum

Subjects are mainly taught using a thematic approach. Whole school themes are set which run through lower, middle and upper school. The themes span the core subjects, English, Science, History, Geography, Art and DT. These themes are adapted and integrated where appropriate across all subjects to ensure pupils have an understanding and appreciation of the wider context of subject knowledge and the application of key learning skills. Other subjects such as Mathematics, RE, PHSE follow their own schemes of work.

Each lesson has a clear subject learning focus which identifies the expectations for pupils to achieve. It is clear that where reading, writing and mathematical skills are being applied, the expectation for high standards commensurate with their ability in those subjects is the same.

Our lessons are planned to:

- Place the development of pupils' literacy at the heart of all learning
- Be broad enough to allow for a range of curriculum subjects to be explored in sufficient depth across the school
- Be explored at an appropriate depth and level of challenge
- Enthuse staff and pupils
- Allow for exciting 'WOW' events to take place to capture pupils' imagination
- Allow for constant reinforcement of pupils' spiritual, moral, social and cultural development
- Be accessible to all pupils of all abilities including those with SEN and EAL.

The following appendices are included at the end of this document to further outline specific approaches in the following areas:

1. English
2. Reading and Phonics
3. Spelling
4. Handwriting
5. Careers



6. PHRSE
7. Outdoor Learning, Curriculum Enrichment and Physical Education
8. Life Skills
9. The Arts (Music, Art, Design Technology)
10. Humanities (Geography, History)
11. Religious Education
12. Maths
13. Science
14. Computing

Breadth, Depth and Progression

Breadth: We give careful consideration in selecting themes which can be taken in a variety of directions, exploring a wide range of skills, that can be applied to the range of starting points of our pupils. It is the role of The Curriculum Lead and the Senior Leadership Team to ensure that adequate time is dedicated to each subject across the school. It is also part of the role of The Curriculum Lead to ensure that the topics covered in each class allow the pupils to develop logically from their individual starting points.

Depth: In order to ensure depth of study, staff make links across curriculum subjects where appropriate and, if skills or knowledge need to be taught discretely, this will take place. The Curriculum Lead takes responsibility for monitoring the breadth and depth at which subjects are taught.

Progression: Classes follow a curriculum matched to their individual starting points. Each term, The Curriculum Lead requests samples of work from each class to ensure that there is a progression in skills taking place that is adapted to individual starting points. Skills progression documents are used to plan and assess individual achievement in the skills required in the National Curriculum for each subject.

Planning

Planning takes place across the curriculum in three waves: long-term planning, medium term (for the entire half term) and daily/weekly resource plans.

Long-term planning is the overview provided by The Curriculum Lead to teachers which details the overall coverage. This planning is essential as it ensures that progression is taking place across the school within the whole school theme.

Medium-term planning is the planning which is completed by the class teachers to show the lessons within a unit or theme. This planning will also identify skills and focus on clear outcomes, which are made explicit at this point in the planning as well as opportunities for trips, visits and extra-curricular activities. The learning objectives on these plans will be taken directly from the long-term plan and reflect the need identified by the class teacher's assessment for learning. Medium term plans contain daily planning which clearly



identifies the steps to success to help pupils achieve the learning intention, higher order questioning to extend pupils' thinking, as well as differentiation and the role of other adults.

Learning Weeks/Days

Each year we hold a range of themed curriculum weeks and learning days. These may include:

- Arts week
- Anti-bullying and Staying Safe days
- Take One Picture (National Gallery project)
- Language and reading days
- Religious celebration days
- Science Week
- Careers Week and events
- Book Week
- Mental Health Week
- History Month
- Cultural celebrations

Assessment (see Assessment Policy)

Assessment in the core subjects is by formative teacher assessment, regular moderation and ongoing mini-assessments completed in Mathematics. Teacher assessments are recorded termly in the school's assessment framework. The school uses the Earwig Academic platform to capture assessment data which matches outcomes and achievement to the Norfolk Assessment Pathway (NAPS).

Pupils are assessed each term in the foundation subjects against the skills objectives they have been taught. The levels of skills achieved by the pupils are recorded on the Earwig system, which is where evidence can be found. Work is moderated periodically by The Curriculum Lead to ensure consistency in planning, teaching and assessment. Skills Progression is closely monitored across all subjects so that priorities for improvement and training can be identified and put into the Curriculum Action Plan.

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning, and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents/carers as appropriate.



Educational Visits/Visitors

We believe that pupils benefit from first-hand experience gained through practical activities, educational visits and visitors. Where possible, pupils visit sites and museums and have visitors to school relevant to the topics being studied.

Special Educational Needs and Able Pupils (See SEND Policy)

The curriculum is designed to provide access, opportunity and challenge to every pupil. Learning opportunities are adapted to meet the needs of all pupils. Pupils who have special educational needs and disabilities are assessed. Additional support is targeted to help them, with outcomes and impact recorded. Children who are particularly able in a subject are also provided opportunities for further challenge, development and extension.

The Curriculum Lead

The Curriculum Lead provides leadership of the curriculum and is responsible for ensuring the quality of teaching and learning along with its organisation and breadth of study across the school. They are also responsible for ensuring there is access to and availability of necessary resources. The Curriculum Lead creates an action plan that focuses on annual objectives linked to the School Development Plan and includes an evaluation of impact for the academic year.

Monitoring and Review

The curriculum is subject to regular review, responding to statutory requirements and relevant evidence-based advances in pedagogy, educational thinking and technology. Regular curriculum updates are given to The Senior Leadership Team and Proprietors at their meetings.

Impact

Through the delivery of our bespoke curriculum:

- Every pupil will access a curriculum that is personalised to their needs. They will have gaps in their education addressed and make the progress needed to be able to achieve across the curriculum.
- Pupils have appreciation of the arts, other religions, knowledge of local area, and access the variety of opportunities on offer.
- Pupils understand their place in the world – locally, nationally and internationally and understand how they can make a meaningful contribution to society.
- Every pupil will be ready to leave our setting with the skills required to access the next stage in their education, with no gaps in the knowledge and understanding.
- All pupils will make good progress in the core curriculum areas, enabling them to, in turn, make progress across the wider curriculum with increasing independence.
- All pupils can talk about their learning and are enthusiastic about it. They can use their knowledge and understanding in a range of ways and apply it across the curriculum.



- Pupils become increasingly independent through their time at The Stables. They are motivated to learn more and more and show a desire for success.
- Pupils leave The Stables with the skills and motivation to continue their learning journey. They have aspirations for their futures and the life skills to enable these aspirations to become a reality.
- Pupils take pride in their achievements and are able to join in with congratulating others in theirs. They leave The Stables with the desire to continue to achieve.

At The Stables Independent School, every child will leave us, having had a positive experience of education. Despite the needs that every child in our care has, they will all experience success and progress and learn to take pride in their own and others' achievements. They will be proud to have been a part of our school community.



Appendix 1

English - The approach of using literature at the core of English teaching at The Stables Independent School

Intent

The English national curriculum (2014) states that:

‘The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.’ We believe the exposure of children’s literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.

We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

Implementation

By placing books at the core, we are allowing teachers to use the text as the context for the requirements of the national curriculum. The national curriculum states that:

“This guidance is not intended to constrain or restrict teachers’ creativity, simply to provide the structure on which they can construct exciting lessons.”

This would suggest that a context for learning is vital – and this is where our chosen approach can support teachers with ensuring that objectives for reading and writing, including those for grammar can have purpose.

We will always aim for our writing opportunities to be meaningful, whether short or long and that the audience is clear. Books offer this opportunity: our final aim would be that pupils have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area. Writing in role using a range of genres is key to our approach as is writing a critique of the text and making comparisons – all writing skills that will support pupils in preparation for their next educational placement. This sits comfortably alongside the following statement from the English national curriculum:



‘The national curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.’

Resourcing and coverage

Through use of The Literary Curriculum, we are able to map the coverage of the English Programme of Study for our pupils, in line with their educational needs and any gaps that may need to be addressed in their knowledge and understanding. In many cases objectives are covered more than once and pupils have opportunities to apply these several times over the course of a year or longer if required, as well as to consolidate prior knowledge. We believe strongly that pupils should be secure in applying the skills of curriculum 2014 within their writing and their reading and that this approach is fully comprehensive. Planning sequences are adapted, personalised and differentiated by teachers to ensure all access arrangements can be made to support pupils with the requirements.

Assessment

Progress will be captured through teacher assessment using the Earwig Academic platform which tracks the standards outlined in the National Curriculum for Reading, Writing (composition, handwriting, spelling, vocabulary, grammar and punctuation) and Spoken Language. Regular moderation is carried out across the school.

Summative assessments are carried out termly for Spelling using the Helen Arkell Spelling tests and the BPVS (British Picture Vocabulary Scale).

Reading assessments are carried out termly using the BURT reading scheme which assesses decoding skills and Accelerated Reader is used to assess comprehension skills,

Impact

Overall, we aim for the impact of our approach to be an increased enjoyment of reading and writing (an area that is often a behavioural trigger for our pupils). We see an increased level of enjoyment in participating in the English curriculum and overall, a far greater impact on the progress that the pupils show over the course of the year. The pupils are proud of their work and are keen to participate in the lessons.

Pupils regularly report their enjoyment of English lessons. They are all able to identify high quality texts that they have enjoyed reading and engaging with. They develop a love of and enthusiasm for reading.



Appendix 2

Reading and Phonics

Intent

At the Stables Independent School, each pupil is assessed and taught to read individually, with a personalised approach planned and delivered, including additional interventions where required. Pupils are grouped for teaching according to ability to ensure achievement and progression occurs at the appropriate rate. This also allows for peer collaboration, tuition and assessment.

We use the Fresh Start programme to deliver our phonics teaching with the lower and upper KS2 /3 learners whilst KS1 is delivered using Read Write Inc. Each pupil is taught at the appropriate phase in order to either fill gaps in or build upon their knowledge and understanding as required following assessment. Not every pupil will require phonics input.

We intend for pupils to participate in daily reading activities and teaching. Through a range of activities and methods, including Accelerated Reader and Drop Everything and Read (DEAR) the pupils are able to practise a range of reading skills both individually and as a small group that will promote a love of reading and encourage the ability to read a range of texts confidently and independently. Through a variety of teaching activities, pupils will be exposed to a range of whole texts and excerpts in a range of genres across fiction and non-fiction.

Implementation

Direct teacher-led lessons enable all learners to develop and apply new skills while also providing opportunities to further apply these skills within fun and engaging activities and through continuous provision. The teaching PowerPoints, stories, games, additional texts and toolkits are meticulously planned to allow pupils to apply and practise phonics skills.

Pupils take part in the following reading activities on a weekly basis:

- Accelerated Reader (at least 4 times per week)
- DEAR (Drop Everything And Read) Time (4 times per week)
- Reading that is embedded across the curriculum

The whole class reader is an opportunity for classes to read and experience a range of texts that they may not be able to access independently but are able to understand and discuss as part of a class group. These sessions are aimed at increasing the pupils' experience of a range of literature and developing their love of books and reading. These will usually be texts that are read to the pupils.



DEAR Time is an opportunity for staff and pupils to spend some time reading for pleasure. This can be reading material from home or school and does not have to be a book. The purpose of this session is to allow pupils and staff to spend some time enjoying reading alongside each other.

All children participate in a half termly Reading Challenge via Accelerated Reader which takes place at appropriate intervals. Children are encouraged to read a variety of texts, genres and use reading as a life skill and also encourage parents/carers in participating in a range of reading activities with their children. The school has a library where all pupils have time to look for books of interest to them.

Assessment

Progress will be captured through teacher assessment using the Accelerated Reader which tracks the standards outlined in the National Curriculum for Reading, Writing (composition, handwriting, spelling, vocabulary, grammar and punctuation) and Spoken Language. Regular moderation is carried out across the school.

Phonics assessments are carried out termly using the Fresh Start Programme.

Summative assessments are carried out termly for Spelling using the Helen Arkell Spelling tests and the BPVS (British Picture Vocabulary Scale).

Impact

The impact of using Fresh Start and Read, Write Inc. as the basis of phonics teaching across the school, will be for pupils to develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. Following the programme gives the pupils a consistent approach to phonics, which is clear to teaching staff and learners. Children will be increasingly able to access a range of texts across the whole curriculum with decreasing support as their confidence grows.

Through a varied and rich reading curriculum (including the text-based approach to English) we will develop more enthusiastic readers who are confident to read for a range of reasons: for work, pleasure and everyday life. They will be confident to tackle reading across the curriculum and be able to apply the skills taught to them in allocated reading sessions, across all subjects. They will be able to identify the skills that they are applying and also how they will need these skills in order to be successful in later life, including in subsequent educational placements and into adulthood and work.



Appendix 3

Spelling

Intent

At The Stables Independent School, we believe that pupils should be supported with the development of their spelling at their own individual level and pace and each pupil is planned for and taught individually. We believe that all good writers refine and edit their writing over time, so we want pupils to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. We do not put ceilings on what pupils can achieve and we do not hold pre-conceptions about any pupil's ability to make progress. We understand the importance of parents and carers in supporting their children to develop grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

Implementation

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use the Twinkl Spelling Scheme to support their teaching and to provide activities that link to the weekly spellings. Pupils are given spellings to learn each week and are given a spelling test the following week. These are also set as part of the pupils' weekly homework in order for them to develop these skills at home as well as at school. When marking work, teachers identify up to three words that pupils have spelt incorrectly from within that pupil's known ability and the pupils are asked to write them correctly alongside the teacher's marking.

Assessment

Progress will be captured through teacher assessment using the Earwig Education platform which tracks the standards outlined in the National Curriculum for Reading, Writing (composition, handwriting, spelling, vocabulary, grammar and punctuation) and Spoken Language. Regular moderation is carried out across the school.

Summative assessments are carried out termly for Spelling using the Helen Arkell Spelling tests. Pupils are regularly assessed in line with the ability stage they are working at as part of their Spelling sessions.

Impact

Pupils will leave The Stables Independent School being able to effectively apply spelling rules and patterns they have been taught. Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and



contribute regularly to homework. Pupils will apply the spelling patterns and words that they are taught within their written work across the curriculum.

Appendix 4

Handwriting

Intent

Twinkl Handwriting offers a school-wide consistent approach with a planned sequence of lessons to help teachers ensure they have progressively covered the skills required to meet the aims of the National Curriculum for writing transcription and the related Early Learning Goals.

Step 1 (Let's Get Ready to Write) of each Handwriting Help Card, available in every lower-case letter pack, aims to help pupils to develop their fine and gross motor skills and pencil control as a precursor to effective handwriting.

Steps 2 and 3 (Forming Letter Families and Positioning & Pre-Cursive) aim to teach pupils the statutory objectives from the year 1 and year 2 curriculum: to sit correctly at a table, to hold a pencil comfortably and correctly, to begin to form lower case letters in the correct direction and of the correct size relative to one another, to start and finish letters in the right place, to form capital letters and the digits 0-9 of the correct size, orientation and relationship to one another and to lower case letters, to understand which letters belong to which handwriting 'families', to start using some of the diagonal and horizontal strokes needed to join letters and to use spacing between words that reflects the size of the letters.

Steps 4 and 5 (Joining Letters and Fluency, Style & Speed) teach the statutory skills from the year 3 - year 6 curriculum: to use the diagonal and horizontal strokes that are needed to join letters; to increase the legibility, fluency, consistency and quality of their handwriting; to ensure that their lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch; to write with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and to choose the writing implement that is best suited for a task.

The Twinkl Handwriting scheme intends to take all pupils on a journey to using fluent, speedy and joined handwriting throughout their independent writing. This, in turn, will help to support their composition and spelling.

Implementation

If implemented correctly, the detailed planning and progressive sequence of the programme assures subject quality, sufficient depth and coverage of skills and gives teachers the curriculum expertise to deliver effective writing transcription lessons. The scheme's supporting resources enable effective curriculum implementation and can be differentiated to meet all pupils' learning needs. Where gaps in pupils' skills are identified,



the Twinkl Handwriting materials can also be used within intervention sessions to enhance pupils' capacity to access the full curriculum. Each lesson has built-in assessment opportunities, which give reliable snapshots of pupil progress.

Assessment

Progress will be captured through teacher assessment using the Earwig academic platform which tracks the standards outlined in the National Curriculum for Reading, Writing (composition, handwriting, spelling, vocabulary, grammar and punctuation) and Spoken Language. Regular moderation is carried out across the school.

Impact

Following the scheme gives school a consistent approach where handwriting expectations are clear and the same technical vocabulary is used with, and spoken by, all teaching staff and learners. Whole school and parental engagement can also be improved through the use of Twinkl Handwriting resources as home learning tasks. The impact of the scheme should be noticeable within written work in all areas of the curriculum.



Appendix 5

Careers

Intent

At The Stables Independent School, we use Complete Careers Career Education Programme to deliver our Careers curriculum.

Today's challenge is to prepare young people for an increasingly diverse and dynamic labour market. To succeed in this environment, pupils need to be able to manage their career paths through each twist and turn. The lessons in Complete Careers will support them to develop the skills and qualities needed to do this. They are designed to make the pupils think, explore and enthuse about the career prospects that are open to them.

The most recent Statutory Guidance (Careers Guidance and Access to Education and Training Providers – January 2018) encompasses all career-related activity under the umbrella term 'Careers Guidance'. This originated from the Gatsby Foundation report 'Good Careers Guidance' which is a prominent feature of the statutory guidance. It requires all schools to meet the 8 Gatsby Benchmarks by 2020. This resource supports the statutory guidance, but identifies the different elements required to enable career learning, planning and management to take place effectively. These elements are in Careers Education Information Advice and Guidance (CEIAG). These elements are referred to throughout the resource. This is to identify the individual components that combine to produce effective careers provision.

Implementation

From Year 7 onwards, pupils participate in Careers lessons. The Complete Careers Education Programme is used to deliver lessons with resources being adapted as appropriate. The lessons have been designed to be delivered in approximately 45 minutes, although they are differentiated and adapted to match the needs and abilities of our pupils, so more or less time may be spent on individual sessions. A monitoring and evaluation form that could be used after each lesson and an end of programme evaluation is part of the resource.

Careers education is embedded across the curriculum and pupils get the chance to participate in careers assemblies and events. Years 2 - 6 have careers information and knowledge embedded in appropriate lessons and it is taught more discretely as appropriate to age and stage. Certain PHSE lessons are dedicated to Careers education and the school uses invited guests to discuss job roles and opportunities in the local area. Visits and trips are also arranged to workplaces and careers events activities.

Assessment



Lesson activities, discussion and observation are used to assess the acquisition of new learning and skills. This is captured using the Schools Earwig Academic platform and is also mapped across to our PHRSE and life skills learning.

Impact

Pupils are better prepared and feel empowered to make reasonable decisions and choices about their futures as they progress to the next stage in their education. Pupils can make more informed decisions about possible future career choices due to a wide range of experiences and opportunities offered. Pupils are more engaged in the whole school learning and able to see the relevance of subjects and how they relate to the wider range of career options and pathways. Pupils begin to develop competencies and explore employability skills. They become motivated, understanding the contribution they can make to school life, the community and society and have a positive attitude towards lifelong learning.



Appendix 6

PHRSE Intent

A whole-school approach to PHRSE provides the most effective model to influence change and development, involving all stakeholders of the school community. It provides a solid approach to enable continual development and ensures improvements are embedded in a systematic way throughout the school for maximum success and longevity of cultural change.

Personal, Health, Relationships and Sex Education (PHRSE) at The Stables Independent School is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if it is needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. PHRSE empowers pupils to build self-esteem, offer positive and open views and support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner
- providing an inclusive learning environment which is safe and empowering for everyone involved
- teaching non-biased, accurate and factual information that is positively inclusive
- developing character skills to support healthy and safe relationships, ensuring comfortable communication about emotions, bodies and relationships and using appropriate terminology
- promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect
- providing protection from shock or guilt
- actively involving pupils as evaluators to ensure relevance
- ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

Implementation

The PHRSE programme is taught by class teachers and support staff across the school. Key staff within the school have received specialist training in this area.

PHSE is taught using the PHSE Association programme of study. The PHSE Association is a membership organisation who provide a structured programme of learning, planning documents and teaching resources for all key stages. Teaching staff at the Stables School adapt the resource to meet need and progress will be captured through teacher



assessment using the Earwig Academic platform which tracks the standards outlined in the National curriculum.

Thrive, Desty Island, Zones of regulation and PATHS activities are also used to teach and embed PHRSE.

The Thrive Approach is informed by established developments in neuroscientific research. It is underpinned by a theoretical base in child development theory, transactional analysis and attachment theory, creativity, play and the arts. At the heart of the approach lies the understanding that children's behaviour represents a form of communication – of their underlying needs.

The Desty Island programme builds relationship & social skills. It promotes the development of a stable, positive relationship between a key adult and a child on a one-to-one basis. It is a personalised programme and every step a child takes on their Desty Island journey they're telling their own unique story. Desty activities are delivered by trained and experienced staff.

The Zones of Regulation is a range of activities to help children develop skills in the area of self-regulation. The Zones of Regulation approach is based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The learning also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

Promoting Alternative Thinking Strategies (PATHS) is a school-based social and emotional learning programme that aims to help children to manage their behaviour, understand their emotions, and work well with others. It encourages them to consider their futures and life after education. Staff work 1-1 with the pupils to develop pictorial paths or maps relating to who the pupils are, where they feel they are in their life journey and what they would like to see happen for themselves moving towards. Their PATHS can also be linked to careers and further education. Pupils re-visit their PATHS and make amendments as they see fit.

PHRSE will be taught using a range of teaching methodologies including storytelling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within PHRSE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes PHRSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in



the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At The Stables Independent School, we actively celebrate the diversity of our pupils, their families and the wider whole school community. PHRSE will always be taught in a nonjudgmental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'ask it box'.

Teachers will answer questions as fully as they feel is age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

Assessment

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning, and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents/carers as appropriate.

Progress will be captured through teacher assessment using the Earwig Academic platform which tracks the standards outlined in the National Curriculum. These are regularly moderated across the school. Lesson activities, discussion and observation are used to assess the acquisition of new knowledge and skills.

Impact

The PHRSE curriculum enables pupils to have a willingness and ability to understand and appreciate not just themselves, but those around them. It aids them to have a good understanding of how to care for many aspects of their lives; their bodies, minds, relationships and the environment. It equips them with the skills and knowledge to respect and value what it means to be a positive member of their school and a citizen in the wider world. The core values and skills taught throughout the curriculum are embedded and built on throughout the whole school. It is also mapped across to our SMSC, RE Life Skills and British Values learning.



Appendix 7

Outdoor Learning, Enrichment and Physical Education Intent

We intend to deliver high-quality teaching and learning opportunities that inspire all pupils to succeed in physical education and in developing life skills. We want to teach them skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all pupils at the Stables School, not only through the sporting skills taught, but through the underpinning values and disciplines PE, outdoor learning and enrichment promote.

PE Implementation

Our PE curriculum focuses mainly on physical fitness, athletics, net and wall and outdoor and adventurous activities. Our aim is that pupils develop competence to excel in a broad range of physical activities and are physically active for sustained periods of time. We encourage them to engage in competitive sports and activities and to lead healthy, active lives.

PE is delivered using schemes of work which meet the aims of the national curriculum to ensure that pupils have a varied PE curriculum. It provides the opportunity for progression across the areas mentioned above and skills are taught to the children at the level in which they are currently working, whether this is above or below age-related expectations. It is our intention to develop a lifelong love of physical activity, sport and PE. We aim to help ensure a positive and healthy physical and mental outlook in the future and help pupils to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every pupil the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. These elements are always clearly identified in lesson plans. All lessons are differentiated which helps to ensure that learning is as tailored and inclusive as possible.

Assessment

Progress and attainment in PE will be captured through observation by teaching staff and witness statements from support staff. The school uses the Earwig Academic platform for assessment and assessment is ongoing. This is regularly moderated across the school.

Swimming lessons are part of the school's PE curriculum and each class is included in a half termly rota. Lessons are taught at Victory swimming pool by a qualified swimming coach. Pupils earn certificates as they progress and there is the chance each week to be "swimmer of the week", which comes with a certificate.



Impact

Pupils are motivated to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our pupils learn to take responsibility for their own health and fitness, some of whom may also enjoy the success of competitive sports. We equip our pupils with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.

Assessment for Outdoor Learning and Enrichment activities is done alongside Life Skills assessments and regular observations are carried out each week to inform these.

Outdoor Learning and Enrichment Implementation

We use external providers for our Outdoor Learning with extensive experience in the delivery of a range of activities and skills for pupils with additional needs. Our intention is that through using this expertise, the pupils will be able to significantly increase the development of the Life Skills needed to be successful in future educational placements, leaving care and ultimately their adult life. Through giving the pupils a range of experiences within outdoor learning and our enrichment curriculum that they would not ordinarily have and encouraging them to step outside their comfort zones, we intend for them to significantly develop their skills of perseverance and resilience and to be able to apply these across their lives and their academic studies. Certain activities take place within school. These are planned and delivered by experienced teaching staff. Some of these activities link with our DT and like skills learning.

Throughout the course of the year, the pupils have access to a selection of the following activities:

- Bushcraft
- Indoor climbing walls
- Surfing
- Paddle boarding
- Sailing
- Walking
- Gardening
- Wildlife study
- Cooking



Assessment

Progress and attainment in PE will be captured through observation by teaching staff and witness statements from support staff. The feedback from providers and pupils is also used as evidence. The school uses the Earwig Academic platform for assessment and assessment is ongoing. This is regularly moderated across the school. Assessment for Outdoor Learning and Enrichment activities is also done alongside Life Skills assessments.

Impact

We hope that through giving our pupils these varied experiences, they will be able to develop skills that they would not otherwise have had. They will be able to achieve things they did not previously think possible, and they will learn to have the confidence to approach new experiences with a can-do attitude. They will develop more rapidly in perseverance and resilience and these skills will be transferred across all aspects of their life and academic work.



Appendix 8

Life Skills Intent

At The Stables Independent School, our Life Skills learning underpins much of what we do, in order to properly prepare our pupils for life beyond our school and upon leaving the care system.

In response to the introduction of a new National Curriculum in 2014 and changes to its assessment ('Life after Levels') the Commission for Assessment without Levels produced a report to offer guidance and support to help schools review their assessment policies. For pupils with SEND, the wider long-term outcomes cited above are again a key focus:

"Schools should consider meaningful ways of measuring all aspects of progress including communication, social skills, physical development and independence. Assessment should reflect the extent to which a pupil can apply their learning in a wider range of contexts and enable teachers to determine what they need to do to ensure that the intervention and support provided enable children to progress in all areas of their learning and development."

The 2019 OFSTED Framework proposes a new 'quality of education' judgement which promotes a closer relationship between the curriculum - how it is designed, taught and assessed (intent and implementation) - and the impact this has on the outcomes that learners achieve in order to prepare them for life beyond school. We have used the school's TITAN, PHRSE, DT and Services learning programmes to help to support our pupils and our enrichment and outdoor activities programmes in order for the pupils to develop their skills.

Implementation

Pupils at The Stables Independent School have a range of educational needs. They have uneven or 'spiky' profiles with varying abilities across areas. Throughout our delivery of life skills education, we stress the uniqueness of each learner and one of the aims is to provide a starting point for identifying individual priorities based on an assessment of need. Zones of Regulation activities, the Thrive approach and Personal Education Plan targets are some of the ways we highlight priorities.

Life skills education is delivered across the school curriculum through our PHRSE programme, RE lessons, British values and SMSC activities and the PE, outdoor learning and enrichment activities. We also have designated life skills lessons and activities.

The main areas of learning in life skills are:

- Social Understanding and Relationships
- Learning and engagement



- Communication and Interaction
- Emotional understanding and self-awareness
- Sensory processing
- Healthy living
- Interests, routines and processing
- Independence and community participation

Assessment

Progress will be captured and recorded through teacher assessment using the TITAN framework and the Earwig Academic assessment framework. These are regularly moderated across the school. Assessment is summative but discrete and planned assessment activities may be used. Progression evidence may be in the form of photographs, written statements or examples of work.

Impact

We hope to develop the capabilities that enable our pupils to learn adaptive and positive behaviours that makes them able to deal with the events and challenges of everyday life and to participate in the modern world full of new challenges. They will be able to interact appropriately and successfully with others on a variety of levels and identify and process their own emotions, understanding and showing respect and empathy for other people. Our pupils will also begin to develop the skills and knowledge required to look after themselves and others as they progress to adulthood.

Through the promotion of positive personal behaviours, social adaptation, citizenship and positive attitude at work and life our pupils will have positive and successful transitions into the next stage of their education and lives. Our pupils will also begin to develop the skills and knowledge required to look after themselves and others as they progress to adulthood. We want our pupils to value the skills they learn and to realise that by gaining these skills they can then become self-sufficient and active members of their communities and society as a whole.



Appendix 9

The Arts – Music, Art, Design Technology Intent

Art

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the National Curriculum. The intent is to ensure all pupils produce creative, imaginative work. Pupils have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Pupils will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Pupils will also develop their knowledge of famous artists, designers and craft makers. Pupils will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for pupils to develop their emotional expression through art to further enhance their personal, social and emotional development. This progression grid can support any subject leader or teacher of art to ensure progression of skills and knowledge.

Music

At The Stables Independent School, our music learning intends to inspire creativity and self-expression and it encourages our pupils on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a life-long love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, this will enable them to become confident, reflective musicians.

'Music is a universal language that embodies one of the highest forms of creativity'
(The National Curriculum)

Skills

The aims of our Music learning are to develop pupils who:

- Can sing and use their voices individually and in a group
- Create and compose music on their own and with others
- Use technology appropriately when composing
- Have opportunities to play musical instruments
- Understand and explore how music is created, produced and communicated
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions
- Enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc.



- Use and understand musical language and include musical features in their own work
- Make judgements about the quality of music
- Have opportunities to play instruments
- Have opportunities to take part in performances

We use an outside provider to help teach these skills and knowledge. The Band Wagon visits the school once per week and all pupils participate. They are split into small groups and learn how to play a variety of musical instruments and gain the skills to play together. The Stables School also has a variety of musical instruments for the pupils to practise with.

Design & Technology

At The Stables Independent School, we aim to provide all pupils with a broad and balanced curriculum which prepares them for life beyond our school. We encourage pupils to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Design and Technology is an inspiring, rigorous and practical subject. It can be found in many of the objects that pupils use each day and is a part of a pupil's immediate experiences. Design and Technology encourages pupils to learn to think and intervene creatively to solve problems both as individuals and as members of a team. At The Stables Independent School, the Design and Technology curriculum combines skills, knowledge, concepts and values to enable pupils to tackle real problems. It can improve analysis, problem solving, practical capability and evaluation skills. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. The pupils are encouraged to become innovators and risk-takers. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Implementation

Art

Each unit includes an overview, an end of unit assessment pack and additional resources to give the teacher and adults leading art confidence in the progression of skills and the knowledge that outcomes have been met. Each stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons develop pupils' techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should also know how art and design



both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Music

Music is taught across the school using a child led focused approach. The 'strands' of singing, performing, improvising, composing and listening are fully covered according to the pupils' abilities and interests and is presented in engaging and varied lesson structures. This also allows teachers to teach the sessions that are best matched to the pupils' knowledge and understanding, rather than their age-related expectations, in order to develop and build upon their current skills and knowledge base.

We use an outside provider to help teach these skills and knowledge. The Band Wagon visits the school once per week and all pupils participate. They are split into small groups and learn how to play a variety of musical instruments and gain the skills to play together. The Stables School also has a variety of musical instruments for the pupils to practise on.

Design and Technology

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage pupils in an interactive process of designing and making.

When designing and making, the pupils are taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products



- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world's technical knowledge
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products
- understand and use electrical systems in their products
- apply their understanding of computing to program, monitor and control their products

Key skills and key knowledge for design and technology have been mapped across the school to ensure progression. This also ensures that there is a context for the pupils' work in design and technology; they learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the programme of study. Design and technology lessons are also taught as a block so that pupils' learning is focused throughout each unit of work.

Assessment

Progress will be captured through teacher assessment, observation, witness statements and analysis of completed work. These are regularly moderated across the school. Assessment is recorded on the Earwig Academic system.

Impact

Art

Art and design learning is enjoyed by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. Pupils use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Pupils improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Pupils will become more confident in analysing their work and giving their opinion on their own and others' works of art. Pupils show competence in improving their resilience and perseverance by continually evaluating and improving their work. Pupils in school can speak confidently about their art and design work and their skills.

Music

Whilst in school, pupils have opportunities to forge their own musical journey, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a pupil may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.



Music, when mapped across the curriculum will also develop an understanding of culture and history, both in relation to pupils individually, as well as ethnicities from across the world. Pupils are able to enjoy music, in as many ways as they choose - either as listener, creator or performer. They can discuss music and comprehend its parts. They can sing, feel a pulse, add rhythms and create melodies in a group, and they can further develop these skills in the future and continue to enjoy and embrace music in their lives.

Design & Technology

Pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users and critique, evaluate and test their ideas and products and the work of others. They can begin to understand and apply the principles of nutrition and learn how to cook. Pupils can design and make a range of products. Pupils will be able to deliver a good quality finish to all completed project products. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.



Appendix 10

Humanities – History and Geography

At the Stables Independent School, we have a thematic approach to teaching Humanities. Planning and delivery match the National Curriculum keys skills and progression and attainment are assessed using the NAPS framework within the school's Earwig Academic framework. History will be taught weekly during alternate half terms (alternating with Geography) and the sequence of learning is carefully mapped out.

Intent

History

The history curriculum aims to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip pupils for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating. The coverage of recent history in KS1 such as 'Toys' and 'Travel and Transport' enables pupils to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories.

Geography

The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time.

We intend to develop pupils' curiosity and a fascination of the world and its people that will remain with them for the rest of their lives.

The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve pupils' geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.



Implementation

History is structured and sequenced by lessons to ensure that all pupils attain the skills required to meet the aims of the National Curriculum. Teachers, in collaboration with the Curriculum Lead design and deliver our history lessons and use a variety of teaching techniques and resources to engage the pupils. Pupils explore the meaning of the past as it relates to their own lives and begin to use key chronological terms as well as sequence key personal events on simple timelines. Their understanding progresses through 'Old and New' where they stretch their enquiry skills comparing various periods in time to the present day. This allows for the introduction and basic interpretation of sources of evidence. Their historical vocabulary expands to include time related words which enables pupils to identify artefacts and images as significant. Through looking at 'Significant people in the local area', pupils begin to gain an appreciation for and identify with the history of the local area. Pupils begin to understand the concept of action and consequence as related to the lives and achievements of specific individuals.

Geography

Pupils begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world. They will then begin to compare where they live to places outside of Europe and ask and answer geographical questions.

As understanding develops, map skills are developed further using digital maps, more keys and symbols, and pupils begin to use more fieldwork skills.

Through revisiting and consolidating skills, lesson plans and resources help pupils build on prior knowledge alongside introducing new skills and challenge. All pupils expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork.

Pupils have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Key words are also highlighted, to enable pupils to deepen their geographical knowledge.

Assessment

Progress will be captured through teacher assessment, observation, witness statements and analysis of completed work. These are regularly moderated across the school. Assessment is recorded on the Earwig Academic system.



Impact

History

The impact of using the full range of resources, including display materials, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons.

Geography

We believe that the impact of Geography lessons is that geography learning is loved by pupils across school and quality evidence can be presented in books.

Pupils can use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes.

Pupils make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world.

All pupils will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet.

Pupils will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways.

All pupils in the school will be able to speak confidently about their geography learning, skills and knowledge.



Appendix 11

Religious Education

Intent

RE lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing.

The lessons have an intention of providing a high quality, coherent and progressive experience of the subject. Through each unit, pupils will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues.

SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for pupils to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that pupils understand the relevance of RE in today's modern world and how it affects our lives.

Where possible, we intend for the pupils to experience first-hand, the major world religions and places of worship within our local community and arrange visits and speakers where we can, to complement the learning in the different units.

Implementation

The school uses the Norwich Diascia to plan and deliver RE studies and ensure that attainment meets the needs of the National Curriculum key skills.

Pupils begin by looking at other religions, focusing on celebrations and rituals. We then offer a wider range of learning opportunities about the world's religions including deeper understanding of the origin of those religions and their key stories and teachings.

Throughout the series of lessons, emphasis on personal growth and community cohesion is evident, allowing for personal development for the pupils.

Assessment

Progress will be captured through teacher assessment, observation, witness statements and analysis of completed work. These are regularly moderated across the school. Assessment is recorded on the Earwig Academic system.

Impact

We believe that the impact of our RE curriculum will be for pupils to have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion. All pupils will be more informed about their position in the world, and the decisions they can make impacting their future. All pupils in school will be able to talk



confidently about their wellbeing, moral and cultural development for the society in which they live.

The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them as well as themselves. The lessons enable high quality work to be produced and evidenced, showcasing a deep understanding of the main religions of the world, their community and their future.

This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural artwork, drama, craft and presentations. Impact will be seen by all teachers and pupils enjoying the experience of teaching and learning RE and understanding how it can help them in their future.



Appendix 12

Mathematics

Intent

Traditionally, Mathematics has been taught by memorising key facts and procedures, which tends to lead to superficial understanding that can easily be forgotten. At The Stables Independent School, we believe that pupils should be able to select which mathematical approach is most effective in different scenarios.

All pupils can achieve in Mathematics! There is no such thing as a 'Maths person', but there is a wide belief that some pupils can do Maths and others cannot. At The Stables, we do not hold this belief. A typical Maths lesson will provide the opportunity for all pupils, regardless of their ability, to work through fluency, reasoning and problem-solving activities.

By building confidence, resilience and a passion for Maths, we can show that whatever their prior experience or preconceptions, Maths is an exciting adventure that everyone can enjoy, value and master!

Implementation

Curriculum

We have adapted the White Rose Maths scheme of learning to develop a whole school culture of deep understanding, confidence and competence in Maths – a culture that produces strong, secure learning and real progress. Staff plan lessons that match pupils' starting points and build upon the knowledge and skills that they have in order to then apply these across fluency, reasoning and problem-solving activities. Pupils are ability grouped for their Maths lessons across the school to ensure learning is matched to their needs.

CPA approach

All pupils, when introduced to a new concept, will have the opportunity to build competency by being guided through the CPA approach. Pupils are encouraged to physically represent their mathematical thinking. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.

Concrete – pupils use concrete objects and manipulatives to help them understand and explain what they are doing.

Pictorial – pupils then build on this concrete approach by using pictorial representations, which can then be used to reason and solve problems.

Abstract – With the foundations firmly laid, pupils can move to an abstract approach using numbers and symbols with confidence.



Impact/Assessment

The impact of Maths curriculum is measured by our pupils':

- Fluent recall of facts and procedures which can be applied to different contexts.
- Understanding of relationships and making connections between mathematical concepts.
- Utilising of their mathematical skills in other areas of the curriculum especially Science and Computing education.
- Demonstration of an appreciation and love of Mathematics.

Our entire Mathematics curriculum is focused on ensuring that all pupils leave us with the necessary basic skills to fulfil an independent adult life.

We measure the impact of our teaching and learning by using an adapted version of White Rose end of block assessments. Each assessment is conducted after a subsequent unit of learning has been taught to enable an accurate assessment of retention.

Formative Assessment

At The Stables, formative assessment is an integral part of daily Mathematics teaching and learning. Targeted questioning is used regularly and due to the small class sizes, misconceptions can be highlighted quickly and addressed within the lesson. Mini plenaries are used throughout lessons to enable teachers to adapt their teaching in the moment. Manipulatives and representations are utilised regularly and help pupils to demonstrate their Mathematics learning and explain their thinking during lessons.

Summative Assessment

White Rose end of block materials

<https://whiterosemaths.com/resources/assessment/primary-assessment/end-ofblock-assessments/>

In addition to the White Rose end of block assessments, Sandwell Assessments & WRAT5 are used to inform EHCPs & pupil reviews.

Progress will be captured through teacher assessment, observation, witness statements and analysis of completed work. These are regularly moderated across the school. Assessment is recorded on the Earwig Academic system.



Appendix 13

Science

Intent

It is our intention in Science to develop in all young people a lifelong curiosity and interest in the sciences.

When planning for the Science curriculum, we intend for pupils to have the opportunity, wherever possible, to learn through varied systematic investigations, leading to them being equipped for life to ask and answer scientific questions about the world around them.

As pupils progress through the year groups, they build on their skills in working scientifically, as well as on their scientific knowledge, as they develop greater independence in planning and carrying out fair and comparative tests to answer a range of scientific questions.

The Science scheme of work ensures that pupils have a varied, progressive and well-mapped-out Science curriculum that provides the opportunity for progression across the full breadth of the Science national curriculum.

Implementation

The acquisition of key scientific knowledge is an integral part of our Science lessons. The progression of skills for working scientifically are developed through the units and scientific enquiry skills are of key importance within lessons. We use a thematic approach to planning our Science programme and each lesson has a clear focus. Scientific knowledge and enquiry skills are developed with increasing depth and challenge as pupils move through the units. They complete investigations and hands-on activities while gaining the scientific knowledge for each unit. Interwoven into the teaching sequence are key assessment questions. These allow teachers to assess pupils' levels of understanding at various points in the lesson. They also enable opportunities to recap concepts where necessary.

Assessment

Progress will be captured through teacher assessment, observation, witness statements and analysis of completed work. These are regularly moderated across the school. Assessment is recorded on the Earwig Academic system.

Impact

Progress is measured through a pupil's ability to know more, remember more and explain more and is recorded on the school Earwig Academic platform.



The impact of using the full range of resources included in each Science unit will also be seen across the school with an increase in the profile of Science.

Pupils who feel confident in their Science knowledge and enquiry skills will be excited about Science, show that they are actively curious to learn more and will see the relevance of what they learn in Science lessons to real-life situations and also the importance of Science in the real world.



Appendix 14

Computing

Intent

Sequences of lessons to ensure that the learning covers the skills required to meet the aims of the National Curriculum.

The content allows for an understanding of computing and how it links to pupils' lives. It offers opportunities for consolidation, challenge and variety. This allows pupils to apply the fundamental principles and concepts of computer science. They develop problem-solving skills and learn to evaluate and apply information technology. It also enables them to become responsible, competent, confident and creative users of information technology. We also ensure that internet safety is embedded deeply in all learning.

Implementation

Each lesson contains revision, analysis and problem-solving. Through the sequence of lessons, we intend to inspire pupils to develop a love of the digital world, see its place in their future and give teachers confidence. Cross-curricular links are also important in supporting other areas of learning. Our lesson plans and resources help pupils to build on prior knowledge at the same time as introducing new skills and challenges.

To begin with, the focus is on developing the use of algorithms, programming and how technology can be used safely and purposefully.

As knowledge and skills are developed, lessons still focus on algorithms, programming and coding but in a more complex way and for different purposes. Pupils also develop their knowledge of computer networks, internet services and the safe and purposeful use of the internet and technology. Data Handling is featured more heavily in later units.

Teaching staff use a range of resources and software to implement the skills the children need to develop.

Assessment

Pupils are assessed throughout the teaching through regular formative assessment and questioning. Progress will be captured through teacher assessment, observation, witness statements and analysis of completed work. These are regularly moderated across the school. Assessment is recorded on the Earwig Academic system.



Impact

Learning in computing will be enjoyed across the school. Pupils will use digital and technological vocabulary accurately, alongside a progression in their technical skills. They will be confident using a range of hardware and software and will produce high-quality purposeful products. Pupils will see the digital world as part of their world, extending beyond school, and understand that they have choices to make. They will be confident and respectful digital citizens going on to lead happy and healthy digital lives.